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ABSTRACT

Designed to provide data to the Maryland community colleges for self-improvement and to demonstrate institutional accountability, this performance profile presents longitudinal information on student outcomes by college for alternate years between 1980 and 1988. The following data are presented: (1) percentage of career credit students employed full time in their field of training; (2) percentage of career program graduates rated as good or very good by their employers; (3) percentage of graduates passing the State Nursing Licensing Examination on their first attempt; (4) percentage of transfer credit students who achieved their transfer goal and were in good academic standing at the University of Maryland, College Park; (5) percentage of students rating their transfer preparation as good or very good; and (6) the progress of first-time, full-time students four years after enrolling in a community college. Graphs are included illustrating these data for 1988 graduates by college. Technical notes on the performance profile are also provided. (JMC)

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Performance Profile

Maryland Community Colleges

JC 900 082

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MARYLAND STATE BOARD for COMMUNITY COLLEGES

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PERFORMANCE PROFILE

Title 11, Subtitle 3, of the Education Article of the **Annotated Code of Maryland** requires that each public college and university in Maryland develop an accountability plan and each year submit an accountability report for submission to the General Assembly of Maryland. The State Board for Community Colleges is working with each college to ensure that these plans are developed and used to improve the community college system.

The State Board uses this Performance Profile to provide summary information to the Maryland community colleges for self-improvement, to demonstrate institutional accountability, and to address its legal responsibility to "develop, assess, and report institutional performance indicators for community colleges to measure quality and effectiveness."

There are two central reasons for using the Performance Profile. First, it is sound educational practice to have a systematic method for reviewing institutional achievements. Second, the profile responds to the public concern about the quality of Maryland's educational system. As individual community colleges develop their accountability plans and report on their activities, the State Board will continue to use the Performance Profile to summarize these activities.

The use of the Performance Profile is guided by the following principles:

- The variables used in the Performance Profile should be consistent with the mission and goals of the Maryland community college system.

- Maryland community colleges are committed to excellence in achieving the broad purposes of education. They set high expectations for students in developing critical thinking, clear expression, and responsible citizenship. In an operational sense, quality is measured by student success at transfer institutions, in finding jobs, and in job performance.

- Assessment of college performance should be done in terms of multiple measures. Colleges are complex organizations with overlapping goals, and no single variable should be thought of as a complete measure.

- Data for each variable should be displayed as trends.

- The primary body responsible for analyzing and acting on the Performance Profile is the local community college board of trustees. Each board bears the principal responsibility for establishing policy directions and evaluating the success of the college.

- The Performance Profile should be accompanied by an explanation of its purposes, methodology, and limitations and should be made public.

The Performance Profile is an evolutionary document, revised and improved as necessary. Data in the Profile are updated annually by the community colleges and the State Board for Community Colleges and transmitted through the community college presidents to each local board for analysis and action, as appropriate.

PERFORMANCE PROFILE: CAREER CREDIT STUDENTS
MARYLAND COMMUNITY COLLEGES

College	Full-time Employment in Field of Training (a) (b) (c)					Employer Evaluation of Program As Very Good or Good (a)					First-time Pass Rate for State Nursing Licensing Examination (d)				
	1980	1982	1984	1986	1988	1980	1982	1984	1986	1988	1985	1986	1987	1988	1989
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Allegany (AL)	51	47	50	48	60	92	88	98	91	89	91	92	89	83	76
Anne Arundel (AN)	67	62	61	56	73	78	96	96	94	96	97	97	97	96	87
Baltimore (BA)	51	44	51	46	69	95	88	84	81	88	95	100	97	87	94
Catonsville (CA)	59	62	70	63	78	90	93	87	91	95	92	90	94	91	80
Cecil (CE)	58	57	62	66	68	-	-	93	91	91	82	81	95	96	88
Charles (CHA)	62	57	63	57	74	93	94	89	96	90	83	84	89	86	80
Chesapeake (CHE)	-	60	60	63	63	-	-	93	96	89	-	-	-	-	-
Dundalk (DU)	44	42	56	45	64	92	75	96	92	92	-	-	-	-	-
Essex (ES)	59	59	64	63	72	88	84	85	86	93	93	92	96	92	84
Frederick (FR)	68	60	61	42	64	61	75	100	92	90	100	100	100	100	100
Garrett (GA)	40	39	42	50	57	-	-	-	-	100	-	-	-	-	-
Hagerstown (HG)	62	59	58	55	73	86	86	97	86	97	92	92	90	100	89
Harford (HR)	52	53	53	52	59	87	84	85	89	84	93	95	88	93	74
Howard (HO)	60	54	63	65	76	88	81	78	88	80	91	89	90	81	100
Montgomery (MO)	50	42	49	47	54	84	91	91	87	85	94	94	95	86	87
Prince George's (PR)	60	55	60	60	68	89	95	81	95	89	86	85	88	87	68
Wor-Wic Tech (WO)	50	48	64	56	65	-	94	90	90	86	100	100	97	85	87
Systemwide	56	53	58	55	67	87	89	89	90	90	95	92	93	89	85

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o A "-" (dash) designates total cell size smaller than 10 or data not available.

Footnotes:

(a) Graduates and their employers were surveyed one year after graduation. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the college results, variations, of ± 5 percent could be due to sampling error.

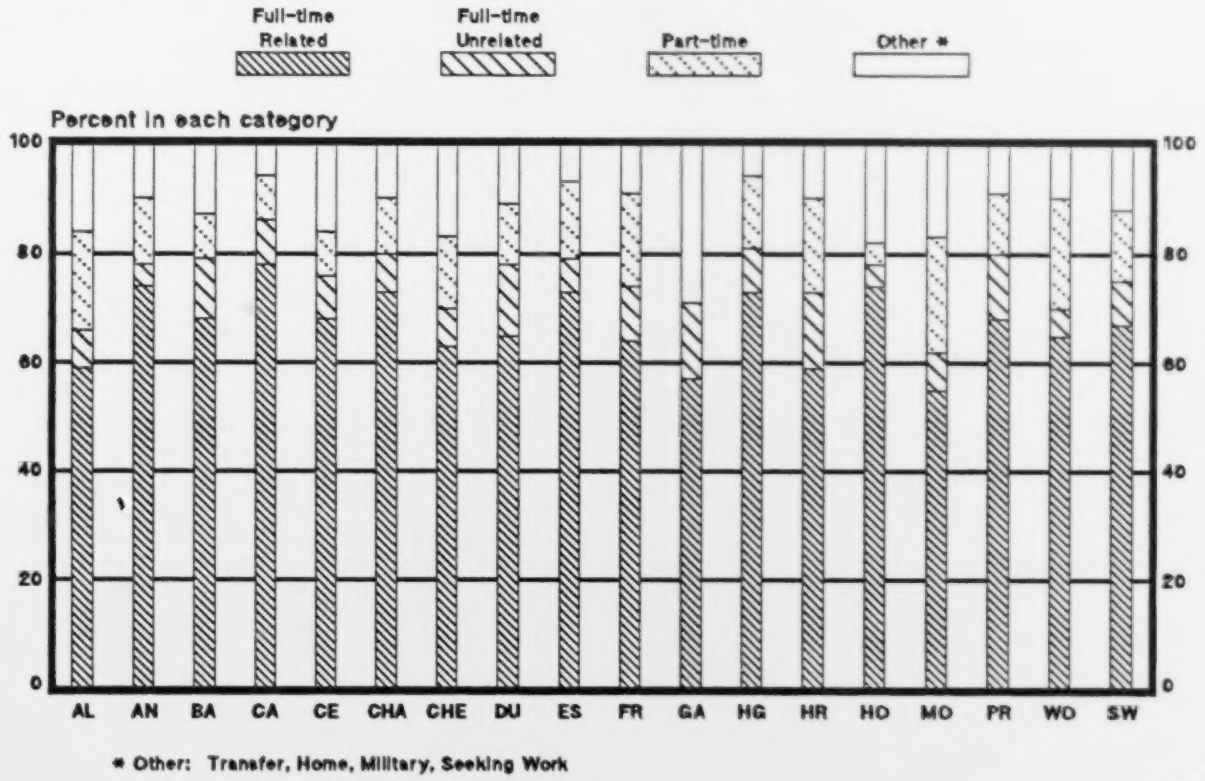
(b) Includes AA and certificate graduates who reported field of training directly or somewhat related to employment. Systemwide, the remaining graduates reported being in a different full-time job (8 percent); working part-time (14 percent); transfer/other situation (9 percent), or unemployed (2 percent).

(c) Employment in field of training varies by program area: Health Services Technologies (76 percent); Mechanical and Engineering Technologies (68 percent); Public Service Technologies (58 percent), Data Processing Technologies (65 percent), and Business and Commerce Technologies (64 percent).

(d) A new nursing examination was introduced in FY 1989. The average score in FY 1989 of all Maryland candidates, including those from Diploma schools and Bachelor of Science four-year nursing programs, was 84.

CAREER GRADUATES EMPLOYED IN FIELD OF TRAINING

MARYLAND COMMUNITY COLLEGES

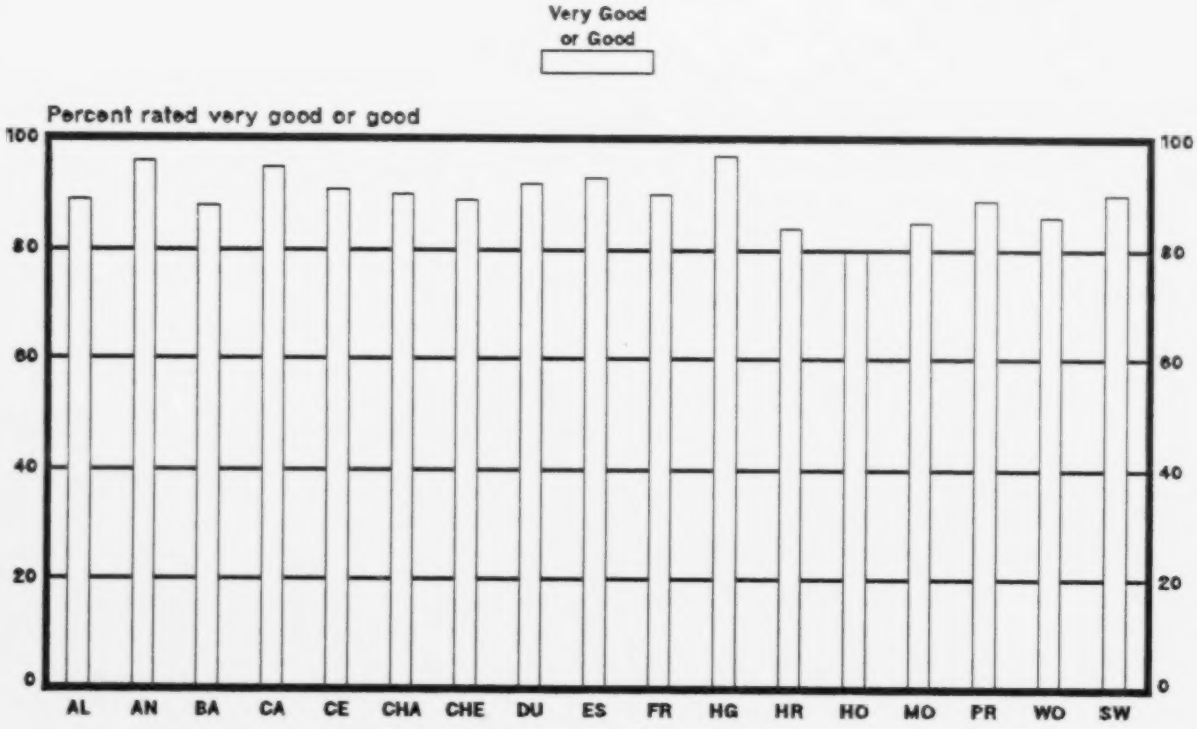


* Other: Transfer, Home, Military, Seeking Work

Source: 1988 Graduates surveyed in 1989

EMPLOYER RATING OF CAREER PROGRAM - 1988 GRADUATES

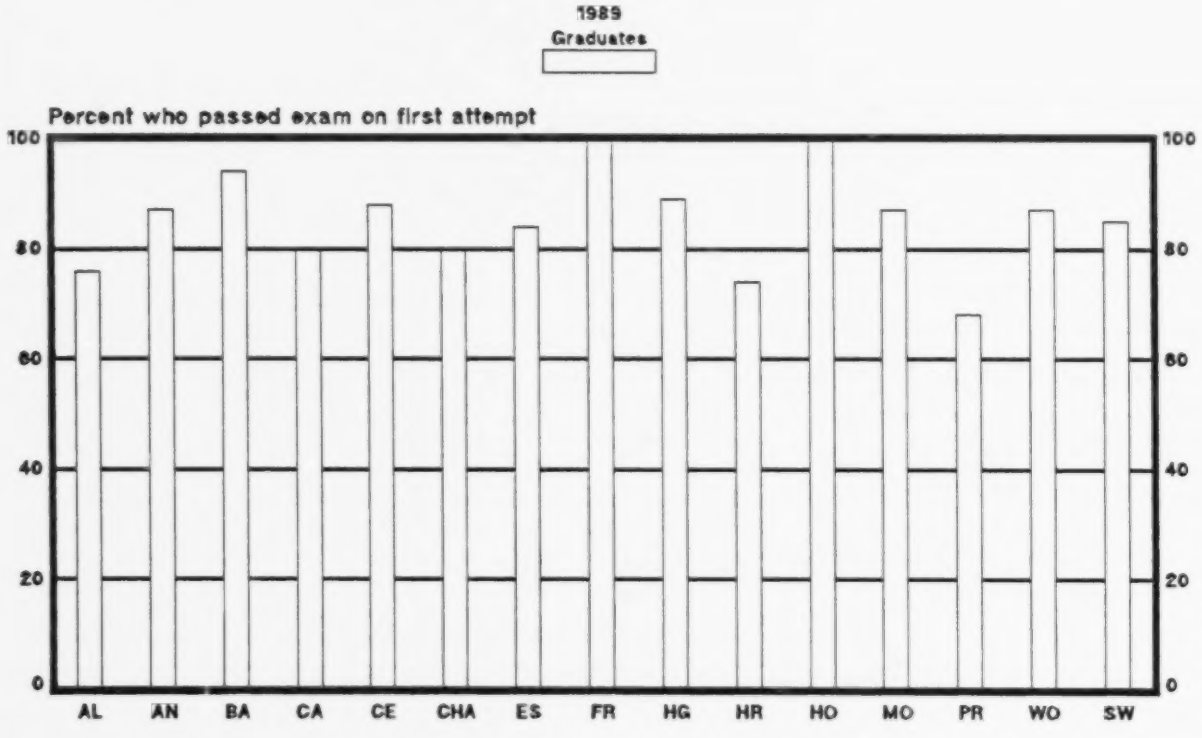
MARYLAND COMMUNITY COLLEGES



Source: Employers of 1988 graduates surveyed in 1989

STATE NURSING LICENSE EXAMINATION

MARYLAND COMMUNITY COLLEGES



Source: Maryland State Board of Nurses

PERFORMANCE PROFILE: TRANSFER CREDIT STUDENTS
MARYLAND COMMUNITY COLLEGES

College	Transfer Goal Achievement (a) (b) Graduates					Good Standing at University of Maryland College Park (c)					Student Rating of Transfer Preparation(b) Graduates	
	1980 %	1982 %	1984 %	1986 %	1988 %	1983 %	1984 %	1985 %	1986 %	1987 %	1986 %	1988 %
Allegany (AL)	76	73	74	80	84	88	76	85	70	75	73	88
Anne Arundel (AN)	81	76	79	73	86	80	86	83	84	86	81	84
Baltimore (BA)	64	65	62	71	87	61	80	77	76	67	71	76
Catonsville (CA)	78	82	73	76	84	79	85	89	83	83	80	75
Cecil (CE)	93	71	55	75	-	77	73	71	-	-	94	86
Charles (CHA)	63	73	68	71	84	78	82	89	88	87	75	77
Chesapeake (CHE)	58	63	90	65	64	74	73	93	74	95	74	76
Dundalk (DU)	71	70	73	74	76	-	-	-	-	-	73	83
Essex (ES)	75	82	84	79	91	70	81	85	87	91	79	82
Frederick (FR)	83	76	76	85	84	83	83	89	86	90	82	83
Garrett (GA)	79	79	86	-	-	80	-	-	-	-	-	-
Hagerstown (HG)	80	85	71	87	93	74	82	93	88	87	82	86
Harford (HR)	89	77	79	71	92	79	78	79	91	85	76	82
Howard (HO)	86	86	81	74	83	73	83	83	81	82	81	86
Montgomery (MO)	81	81	77	77	74	80	85	86	87	87	79	83
Prince George's (PR)	79	78	72	75	80	78	84	83	83	84	78	80
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-	-	-
Systemwide	78	78	75	76	84	79	84	85	85	86	78	81

- o The purposes of the Performance Profile are to provide information to the colleges for self-improvement and to demonstrate institutional accountability.
- o Each criterion should be viewed in relation to the trend over time at the college, similar colleges, and the financial resources at the college.
- o A "-" (dash) designates total cell size smaller than 10 or data not available.

Footnotes:

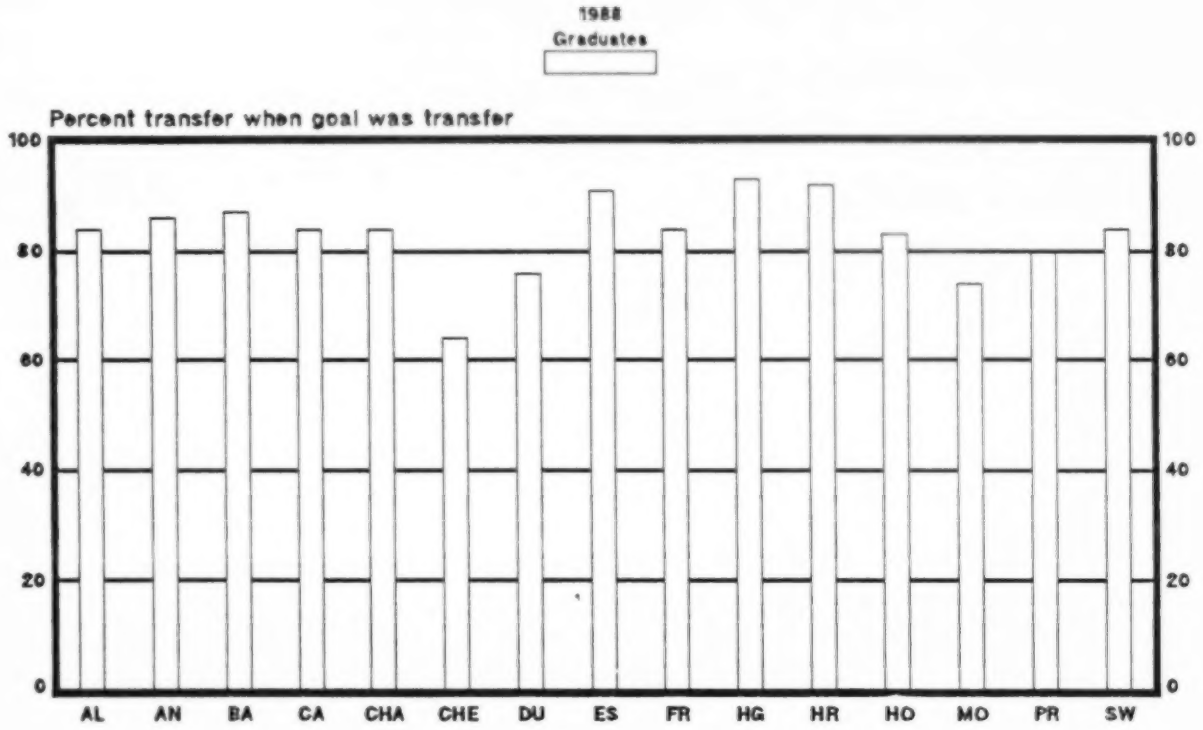
(a) Proportion of students who had a goal to prepare for transfer who reported having transferred.

(b) Graduates were surveyed one year after graduation. In systemwide results, a variation of ± 2 percent could be due to sampling error. For the college results, variations of ± 5 percent could be due to sampling error.

(c) Status of all community college transfer students at University of Maryland College Park. Total number of transfers at UMCP in 1987 was 4,584.

TRANSFER GOAL ACHIEVEMENT

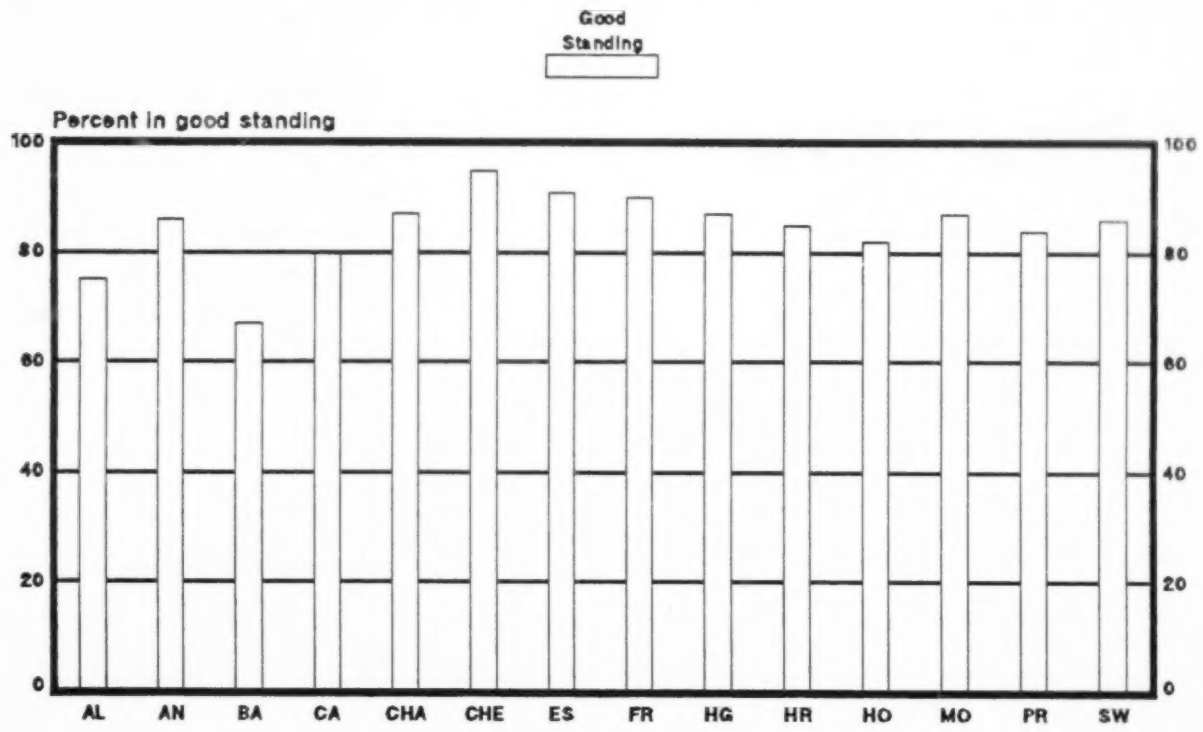
MARYLAND COMMUNITY COLLEGES



Source: 1988 graduates surveyed in 1989

TRANSFER STUDENTS AT UMCP - FALL 1987

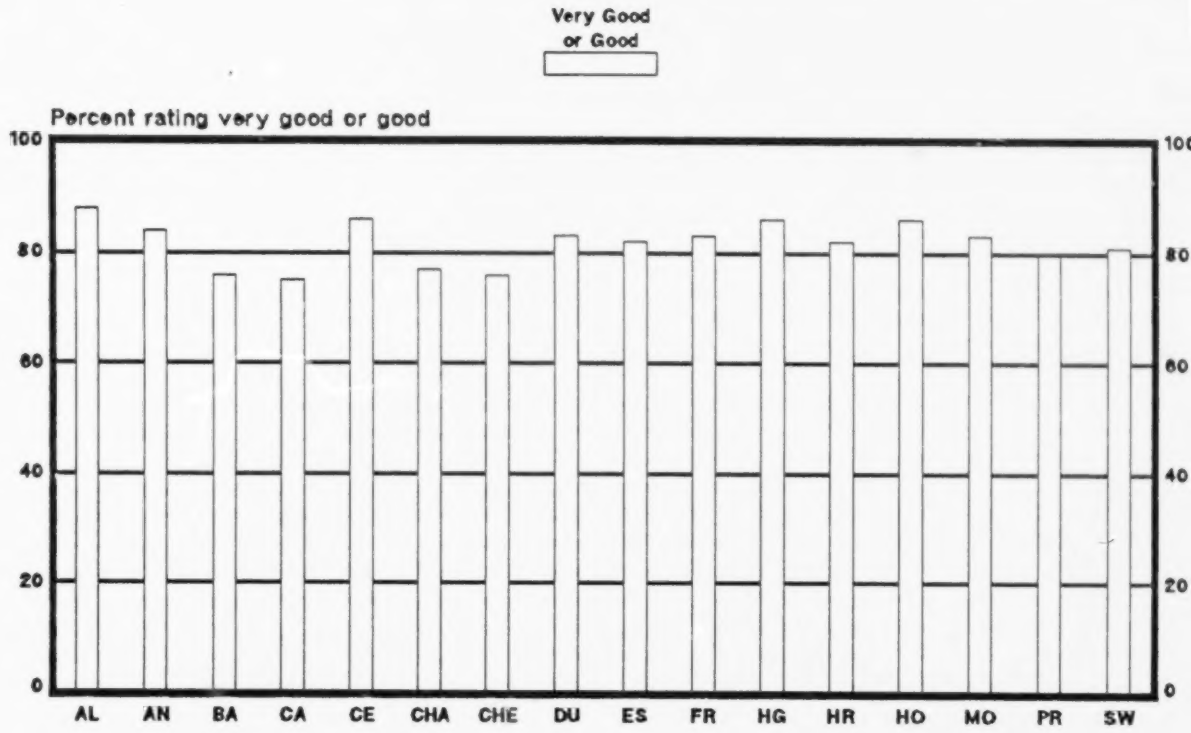
MARYLAND COMMUNITY COLLEGES



Source: Data Reports from University of MD System

RATING OF TRANSFER PREPARATION

MARYLAND COMMUNITY COLLEGES



Source: 1988 graduates surveyed in 1989

STUDENT SUCCESS RATE

The 1988 law that reorganized higher education in Maryland requires that campus accountability plans include graduation and retention rates.

In order to develop a meaningful statistic, given the unique mission of community colleges, a committee of academic deans and institutional research directors met with staff from the State Board for Community Colleges and the Maryland Higher Education Commission. This group recognized that:

- many community college students, especially part-time students, do not seek a degree and these students should not be included when calculating a graduation rate;
- only first-time, full-time students, therefore, should be considered when calculating a graduation rate;
- the progress of first-time, full-time students should be measured four years after entry; and
- in addition to graduation (AA degree or certificate), a student who has transferred or is still enrolled at the college should be considered a success.

In the Performance Profile, this information is summarized for two entering cohorts of first-time, full-time students.

STUDENT SUCCESS RATE
STATUS OF FIRST-TIME, FULL-TIME STUDENTS FOUR YEARS LATER
MARYLAND COMMUNITY COLLEGES

College	Entering Class of 1982			Entering Class of 1984		
	Full-time Students	Total 1986 Graduated, Transferred or Still Enrolled	Percent of Total	Full-time Students	Total 1988 Graduated, Transferred or Still Enrolled	Percent of Total
Allegany	388	212	55%	424	233	55%
Anne Arundel	853	408	48	835	386	46
Baltimore	1,153	299	26	993	237	24
Catonsville	833	353	42	817	368	45
Cecil	118	32	27	125	49	39
Charles	346	130	38	201	101	50
Chesapeake	245	94	38	151	63	42
Dundalk	157	53	34	143	55	38
Essex	1,026	443	43	922	406	44
Frederick	308	154	50	338	160	47
Garrett	116	39	34	93	43	46
Hagerstown	368	156	42	346	162	47
Harford	481	232	48	377	181	48
Howard	260	132	51	205	89	43
Montgomery	2,350	1,048	45	2,116	978	46
Prince George's	1,656	719	43	1,382	541	39
Wor-Wic Tech	125	51	41	115	64	56
Systemwide	10,783	4,555	42%	9,583	4,116	43%

PERFORMANCE PROFILE TECHNICAL NOTES

1. Full-time Employment in Field of Training. Sources are surveys of all graduates conducted biennially. Associate and certificate graduates were surveyed one year after graduation. All graduates were asked their employment status and the relationship between their program at the community college and their job. Graduates from career programs who reported they were employed full-time and their job was directly or somewhat related to their program are included. Others may be working in an unrelated job, be employed part-time, have transferred to another college, be working in the home, or be unemployed and looking for work.

2. Employers Rating of Training of Graduates as Very Good or Good. Employers of graduates were surveyed one year after their employee had graduated. Among other items, they were asked to rate the technical knowledge, work attitude, work quality and the overall vocational training received by the graduate as it relates to the requirements of the job. The employers who responded very good and good are shown. Other response alternatives included fair, poor, and very poor.

3. First Attempt Pass Rate for the State Nursing Licensing Examination. The results are for all graduates sitting for the examination for the first time. Source: Maryland State Board of Nurses.

4. Transfer Goal Achievement. Respondents were asked: What was your primary reason for attending this community college? If their response was to prepare for transfer to a four-year institution and they had transferred to a four-year college, they are included as having achieved that goal.

5. Good Standing at University of Maryland College Park. Periodic reports from the University of Maryland provide information on the number and status of transfer students. Since the largest number of transfer students is at UMCP, the results are shown for that campus. Data from other four-year campuses are also used to examine transfer success. Source: University of Maryland System.

6. Student Rating of Transfer Preparation as Very Good or Good. The 1986 and 1988 graduates were asked: How well did your community college prepare you for transfer? Very good, good, fair, poor, or very poor. All students who transferred and reported they received very good or good preparation are included. The statewide results for 1988 graduates were: 38 percent rated transfer preparation as very good, 44 percent as good, 15 percent as fair, 3 percent as poor, and one percent as very poor.

7. Student Success Rate. Only first-time, full-time students at entry are included. The progress of these students is measured four years after entering. The student outcome is considered a success if a degree is earned, if the student has transferred, or if the student is still enrolled.

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